MAINTAINING MOMENTUM
Supporting Student Success

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Vice President of Student Affairs & Associate Provost
LaGuardia students represent all backgrounds.

They are united by a desire and determination to create a stronger future for themselves and their families through Higher Education.
Many of Our Students Face Significant Obstacles

70% earn less than $25K

Many “Undocumented” & Ineligible for Financial Aid

Many are 1st Generation College Students

Many have English as a Second Language
LaGuardia Students Face Significant Obstacles

Transportation to and from school is an issue

Delayed financial aid

Partial or denied financial aid
What We Know – Tackling The Hierarchy of Needs

Applying an adapted Maslow’s Hierarchy of needs for community college students is necessary to determine how to the institution will marshal resources to support students:

All of the needs must be considered when supporting community college students.
What We Know – Tackling The Hierarchy of Needs

Persistence rates, most notably at community colleges, are affected by the following factors:

- Students are often first generation college students;
- Students often encounter English as a second language;
- Students often work more than 20 hours a week;
- Students take care of children or relatives as the primary caregiver; and
- Students may have only completed remedial courses.
What We Know – Tackling The Hierarchy of Needs

Campuses that want students to be able to build momentum must:

① Focus on students basic needs first
   (food, clothing, shelter, transportation, etc.)
② Ensure the academic support structure is in place to assist them.
③ Help students build campus connections so that being a member of the community is their status quo.
What We Know – Psychological Factors

Non-academic lives status quo

For many students their non-academic lives are status quo. Students who are used to a set of life circumstances that is much different from being in college may be driven away from school because it represents a painful and costly break from the status quo.
What We Know – Psychological Factors

Lack of student identity

Students that have not connected to the campus may not feel like a member of the campus community. This amplifies the status quo of non-academic life and therefore leaving is easier because the student has not been acculturated.
What We Know – Psychological Factors

Hassles and negative feedback

Reducing the hassles in the path of student who wished to register, pay bills, get tutoring or advising support or address other business related functions at the college without the run around and improving the tone of communications would help students feel like they belonged, were supported and an important part of the community.
What We Know – Connections Count

Student involvement and connectedness to the institution is vital to student success (Astin, 1999). According to Upcraft and Gardner (1989) the most important move that an institution can make is to build connections by ensuring that every first-year student feels attached to someone on campus.
Maintaining Momentum

Supporting Student Success Institutional Self-Assessment
A Transformational Program

- Transforming Students
- Transforming LaGuardia
### How We Help Student Maintain Momentum

<table>
<thead>
<tr>
<th>Category</th>
<th>Strategies</th>
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| **Sorting**    | ➢ “Best-Fit” admissions  
➢ Entry assessment and placement  
➢ Program/course planning  
➢ Early warning/academic alert |
| **Supporting** | ➢ Child care  
➢ Financial aid  
➢ Health and wellness programs  
➢ Security and transportation |
| **Connecting** | ➢ Student activities, student groups  
➢ Peer programs  
➢ Orientation  
➢ Faculty/student “events”  
➢ Attendance policy  
➢ Faculty advisors, mentors  
➢ Work study |
| **Transforming** | ➢ Learning assistance, tutoring  
➢ Remedial education  
➢ Counseling about goals, careers |
The Students We’re Focusing On First

- Start with most vulnerable and committed FYS
- Liberal Arts, Business & Health Sciences: 800 students
- Segmented: Tiers 1, 2, 3
How We Help Students Maintain Momentum
Touchstones of the Program

- Holistic
- Best Practices
- Cost / Benefit Analysis
- Customized
Financial Support

- Transportation
- Textbooks
- Tuition
- Emergency support
Academic Support

Coaching Sessions

- Facilitated by Adjuncts who have taught LIF, BTF or HSF Seminar courses
  - Students who have the lowest GPAs and the greatest needs (developmental and financial).
- Peers from the Peer Advisor Academy
  - Students who have mid to high level GPAs and minimal needs (developmental and financial)
- Purpose of coaching sessions is to connect students to academic and student engagement support services.
- Students document successes and challenges in ePortfolio
- Coaches and students review ePortfolio together to discuss goals, areas of strength and strategies for success.
Student Retention Support

Students meet monthly with a Recruitment and Retention Specialist

- Road to Success staff members who ensure that students meet the 3 primary goals of the Grant
  1. Monitor attendance data
  2. Review enrollment data
  3. Outreach to students at-risk
Student Retention Support

Recruitment and Retention Specialists review student progress and contracts in meeting goals.

- Adherence to Contract terms result in continuation of services for the month, ie. coaching sessions, transportation, book, tuition support.
Expectations

- Enroll full time
- Meet monthly with a Success Coach to review academic progress.
- Attend academic and/or student engagement support services, as advised by Success Coach.
- Meet monthly with a Recruitment and Retention Specialist to review progress in meeting Grant goals and to confirm continuation of services.
- Schedule screening appointment, as needed, with Single Stop when financial or life circumstances change.
Road To Success & Advising Teams

Advising Team Connection

- Road to Success will have a direct connection to Advising Teams, specifically

- Road to Success Recruitment & Retention Team members will serve as members of the Advising Team

- All Coaches and Peers will be assigned to Advising Teams as members of the team.
Interim Results

Fall RTS Cohort 416

Retention:

• 99% completed the semester
• 89% remained full time
• Less than 1% withdrew
Interim Results

Academic Momentum

• 40% of the students had grade point average gains.
• The average grade point average gain was .3%.
• RTS students earned 7% more credits in the Fall semester than a constructed comparison group.
Interim Results

Progress by Tier

• Tier 3: 30% moved to tier 2 and 7% to tier 1
• Tier 2: 92% maintained or earned a 2.5 or better grade point average
• Tier 1: 85% maintained or earned a 2.5 or better grade point average and have completed remedial courses.
Real Results

Luis – Moved from Tier 2 to Tier 1

- Luis works full-time at UNIQLO.
- Entered Road to Success in September 2015
- Luis met with a Coach (4) times in the fall, and expressed difficulty with time management, accounting and math.
- Coach referred him to Writing Center, Accounting Lab and Math enrichment sessions
- Luis received approx.. $700 in support services, and Financial Counseling from Single Stop.
- Luis improved his GPA from a 2.2 to a 2.6, and earned (3) As in his Business and Math courses.
- During his final reflection meeting, Luis was amazed by his improvement; he came to the realization that time management, studying hard and utilizing resources make a big difference, not only to his GPA, but also to his self-esteem.
Real Results

Shavonne – Moved from Tier 3 to Tier 2

- Shavonne works 20 hours/week
- Entered Road to Success in September 2015
- Shavonne received approx. $2000 in support services
- Shavonne took and failed MAT 096 twice; during coaching sessions, she expressed a commitment to pass MAT096.
- Shavonne attended Math Enrichment Workshops offered by Road to Success; expressed that these sessions helped her tremendously.
- She also attended math tutoring in the math lab, and tutoring sessions offered by her professor
- Shavonne actively uses the food pantry services offered by Single Stop
- Shavonne passed MAT096 and is not enrolled in MAT 107; she also raised her GPA to 2.3
Real Results

Carmen – Tier 1 and Will Mentor Others

- Transfer from Queens College; OTA major
- Entered Road to Success in November 2015
- Struggling with coursework, especially English courses; did not feel a connection to LaGuardia
- Met with coach who referred her to Student Life for campus involvement and the Writing Center for academic support
- Carmen has also received approx. $1,000 in financial assistance
- As of January 2016 Carmen has a 3.5 GPA and has taken further advantage of LaGuardia’s resources
- During final reflection session, Carmen expressed that she feels accomplished
Real Results

Alhaji – Tier 1 Student

- Alhaji works full-time, overnights as a Security Officer
- Entered Road to Success in November 2015
- Student expressed difficulty with sleep and health concerns; Coach referred student to Wellness Center
- Coach connected student to Director of Human Services program to explore different careers; additional referrals to Transfer and Career Services
- Alhaji has received approx. $600 in support services
- As of January 2016, Alhaji has a 3.5 GPA and plans to graduate after the Spring 2016 semester
- Alhaji has also arranged to visit York to explore majors in the Human Services field
Lessons Learned

What matters most in helping students maintain momentum?

• Committed Leadership
• Common Cause
• Coordinated Change
How We Help Students Maintain Momentum

GOAL 1

Establish the Road to Success On-Ramp (Recruitment)

How will First Year Seminar be used to create a seamless connection to the Road to Success initiative?

How will we recruit and provide appropriate professional development for the staff working on the initiative (i.e. Coaches, Peers, Staff)
How We Help Students Maintain Momentum

GOAL 2

Retention Effort

- How will the Road to Success build on the work of the First Year Seminar, particularly the graduation plan that was established?
- How will the Road to Success connect to Advising Teams?
- What is the relationship of the coaches and the Advising Teams?
How We Help Students Maintain Momentum

GOAL

Communication Plan

- How will the college internal constituencies be informed about the initiative?
- How will the important external constituencies be informed about the initiative?
How We Help Students Maintain Momentum

GOAL

4

Technology

➢ How can technology support the Road to Success (i.e. online interest groups, e-portfolio, Degreeworks Upgrade, “Success Network”, etc.)?
How We Help Students Maintain Momentum

GOAL 5 Fiscal

➢ What will be the process for managing the expenditures (payments for coaches, student benefits, stipends for the Peer Academy)?
How We Help Students Maintain Momentum

GOAL

6

Assessment & Evaluation

- What metrics will tell us that the program is succeeding?
- What data will be collected?
  By whom?
  When?
  For what purpose?
Maintaining Momentum

Supporting Student Success Institutional Action Planning

Pages 12 & 13 of the workbook
Thank You
For Your Attendance

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